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Conn Census

Library

Vol. 48—No. 12

New London, Connecticut, Thursday, February 21, 1963

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Conn. Joins School Abroad, Gains Facilities in Athens

Connecticut College has become a subscribing member of The American School of Classical Studies at Athens and has nominated Miss Elizabeth C. Evans, professor of classics, to be its representative on the school's managing committee.

The School was founded in 1881 under the auspices of the Archaeological Institute of America and represents ten colleges and universities. Its purpose is to provide young classical scholars an opportunity to study the antiquities, art, topography, history, language and literature of all eras in Greek culture. It also sponsors expeditions for exploration and excavation.

It is situated on the southern slope of Mount Lykabettos near the heart of modern Athens, and its supporting institutions have now grown to more than ninety American colleges and universities including four in Connecticut: Trinity College, Wesleyan

and Yale Universities, and Connecticut College.

Through its support of the Athens institution, Connecticut College has the privilege of sending properly qualified graduates there to continue research and study tuition-free, and the school's facilities become available to members of the college faculty.

Since 1955 Connecticut College has been a contributing member of the American Academy in Rome. In addition to its concern with archaeology and classical studies, this academy is also devoted to fostering creative work by mature artists in painting, sculpture, architecture, music, and creative writing. The father of a Connecticut College alumna, Margit Rowell '59, is the present director of the academy's school of classical studies. He is Prof. Henry T. Rowell of Johns Hopkins University.

Miss Marion Monaco, on leave this year from her position as professor of French and Italian at Connecticut College, is currently using the facilities and resources of the Academy at Rome for her research on the classical sources used by French and Italian writers of the Renaissance. Miss Elizabeth C. Evans studied at the academy's library this past summer.

Shwiffs to Perform With Ivy Top Ten

The Collegiate Sound returns to Hartford's Bushnell Memorial on Saturday, February 23, 1963, for the third consecutive year. Co-sponsored by the Trinity Club of Hartford, the Collegiate Sound brings together the top ten collegiate singing groups of the 1962-1963 season. Featured in the program will be the Vassar G-Stringers, the Yale Gray Sky Boys, the Connecticut College Shwiffs, the Penn Pipers, the Cornell Sherwoods, the Skidmore Sonneteers, the Wesleyan Jazz Singers, the Harvard Dunster Dunces, the Smith Octavians, and the Trinity Pipes.

Each of the performing groups is composed of undergraduates from the various schools represented. Their repertoires are varied and colorful, including folk music, jazz, traditional college songs, novelties, satire, and rock and roll parodies.

Tickets for The Collegiate Sound are available at the Bushnell Memorial box office, and may be ordered by mail. Reserved seats are \$4.00; reserved section tickets are \$3.00; and general admission is \$2.00. Write to Bushnell Memorial box office, Hartford, Connecticut, enclosing a stamped, self-addressed envelope. For further information, call 527-5111 or 233-4433.

Ec Majors Explain New Deficit Budget

President Kennedy's deficit policy involving both the national budget and the question of taxation will be analyzed Thursday morning, February 21, at 6:45 a.m. over Channel 8, New Haven, by three Connecticut College seniors.

Agnes Cochran of Bryantown, Md., Carolyn Boyan of Schenectady, N. Y., and Mary O. Lore of Pittsburgh, Pa., will appear on "Morning Seminar" with Prof. Ruby Turner Morris in a taped telecast devoted to considering this highly controversial subject from the standpoint of the Kennedy administration, as well as that of its more conservative critics.

The program featuring the three economics majors at Connecticut College will be repeated again Saturday morning, Feb. 23, between 8:30 and 9 a.m.



Judy Milstein and Barbara Goldmark

Judith Milstein To Head 63-64 Conn Census

Judith Milstein '64 has been appointed editor-in-chief of **Conn Census** for the school year 1963-64. She has previously held the position of co-editor of features for the newspaper. Judith lives in New York City and is majoring in psychology, in which she is doing independent study in social perception. After graduation she plans to do graduate work in psychology.

Barbara Goldmark '64 has been selected as managing editor and will assist Judy in all her newspaper activities. She was formerly co-editor of news for **Conn Census**. Barbara lives in Mount Vernon, N. Y., and is an English major. After graduation she hopes to go into the field of journalism.

Linda Cohen '64 will become news editor and will be aided by Gerry Oliva '65 and Holly Lee Schanz '64 as assistant editors of news. Bette-Jane Raphael '63 will continue as the editor of features, and her assistant editor will be Virginia Chambers '65. Pat Antell '65 will remain copy editor and Ann Jacobowitz '65 will continue as make-up editor. Nancy Sinkin '64 will also continue on the staff as advertising manager, as will Carol Davis '65 in her position as business manager. Jean Steinhurst '65 will also continue with the new editors as the circulation manager. Kathy Diehr '64 will join the newspaper as staff photographer.

Father J. Devenny To Speak on John

"A Peace Corps Theme from John" will be the topic of the Vespers sermon February 24, to be delivered by the Reverend Joseph A. Devenny.

Father Devenny was appointed Dean to the Graduate School of Arts and Sciences of Boston College in 1960. He received his Ph.D. specializing in Islamic theology from Harvard University and has had academic and ecclesiastical assignments at Baghdad College, Iraq, and at Weston College, as professor of Arabic and Missionology.

He is a member of numerous international professional organizations, among which are the American Friends of the Middle East, the Middle East Institute, and the Fordam University Conference of Mission Specialists.

Goodman States Modern Society Stifles Leaders

Paul Goodman, professor of English and Sociology at Columbia, psychiatrist, and noted author, addressed the **Challenge** colloquium at Yale last Friday on the topic of "Decentralization and Artificial Stupidity." Goodman feels that one of the chief problems of today's individual is his feeling of alienation from his society.

He began by noting that he had been asked to talk on the same topic by three university groups and one television network within a period of one month. Goodman stresses that our asking the question about the individual and his society is symptomatic of resignation; we have taken it for granted that there is a 'social machine' and that the individual must stand **against** it.

The difference between our society and the society of American Revolution days is, as Goodman sees it, that such leaders as Washington and Jefferson saw themselves as the society, the citizenry, the society-makers, the value-makers. Their hope that every succeeding generation would be or **make** its own society and values has been lost. Goodman calls ours a **valueless** society. He says that the making of useful goods is a **value**. Our profit and expansion motive is not a

See "Goodman"—Page 9

Editorial

Ahead With Vigah

In one week we will know the results of the Student Government elections. The new officers will be installed as members of Cabinet the following week. Among the girls who will participate in this installation will be one who was not elected, but rather selected. This girl will be the Editor of *Conn Census* for the 1963-1964 school year, and her position has not been opened for school-wide elections because a degree of skill and competence is required which could not be taught in the half week intervening between elections and the time when the new officers will replace the old.

The new Editor is well qualified for her position, which requires that she perform the feat of putting out a newspaper every week, making it as challenging and as exciting as she can. She will head a staff of approximately twenty-one girls, and will be responsible for everything in the paper, and occasionally, for articles which were not in the paper. As a member of Cabinet she may bring to discussion ideas that you have written of in your Letters to the Editor. The job is full time, strenuous, but rewarding, and our choice for Editor has all the determination, ingenuity, assertiveness, and executive ability needed for her task.

She will be assisted in almost every phase by the Managing Editor, whose experience in the technical and news aspects of the *Conn Census*, coupled with her diligence and clear thinking, make her an obvious choice for her position.

All the editors are prepared and capable for their positions. All have worked for more than a year with *Conn Census*. For lack of space we can not describe the qualifications of each, but we are certain that their performance will confirm the validity of our choice and our expectations.

Before handing over our editorial privileges, however, we would like to take this opportunity to thank all the staff who helped to put out this year's *Conn Census*. We started with a certain degree of idealism, and though we are not completely content with our results, we believe that our staff has brought the newspaper up to that level where further improvements will involve polishing, rather than revolutionizing. Again, thanks to all who contributed articles, letters, time and interest to the paper. It is with pride and confidence that we now hand over *Conn Census* to the new editors.—A.G.

Personalities

It is often thought that school elections are nothing more than a formality, that they are, in fact, little other than popularity contests. The assumption is made that Student Government has no power, that individual differences are of no import. This year, however, such assumptions were proven false.

Within the last year our Student Government has changed the regulations on this campus. Since we have been at this school many of its most basic formulations have been altered. We have seen the abolition of Chapel and Vesper requirements and note the movement towards religious groups on campus. These alone are evidence of a complete reorganization of Religious Fellowship. Overnights and sign-out privileges have been extended most generously. House of Representatives has increased in size, and the new Senate has begun to function. Weekend bell duties have been changed to student jobs thereby leading to considerable financial savings on the part of the Administration. Service League has been more active than ever with more mixers than we were able to attend, as well as excellently planned weekends.

These are but a few of the innovations from which we all benefit. They have not accrued without diligent effort on the part of our officers. To dismiss this election without giving due consideration to candidates' qualifications and proposals is to underestimate our own power to formulate school policy.

—J.T.M.

FREE SPEECH

To the Editor:

If you were to visit Helene Cosson, you would have to climb five flights of stairs at 108 rue St. Honore in Paris. If Helene were not there, she would probably be engrossed in some part of her medical studies at the Sorbonne. You would wait with her ailing mother and thirteen year-old brother Jean; and, seated in their cold water flat, you might talk of the coming spring, or perhaps of Helene herself, whose education has been partially subsidized by Community Fund since 1947.

Helene's thoughtfulness and dedication to her work are the two qualities which stand out in her correspondence with Mr. Jones and Miss Chaney. Mr. Jones, who has met Helene, has been impressed by these same qualities.

Learning of Helene's plight in 1947, Community Fund undertook her sponsorship through the Save the Children Federation. Helene was at that time not even old enough to enter the French equivalent of our secondary school. Although her father had been killed in the war and her mother worked as a char-woman to support Helene, her little brother and her grandmother, Helene looked past her family situation and dreamed of an education. She could hardly hope for encouragement from within, as none of her family had ever gone beyond the most rudimentary levels of learning. She worked as hard as she could, however; and, having attained her secondary education, she proffered to her sponsors what must have seemed like an impossible dream—her hope of becoming a physician. Save the Children Federation, which normally discontinues sponsorship after the child has completed his education at the secondary level, re-examined Helene's qualifica-

tions and asked us to continue her sponsorship. Helene's mother was, at this time, earning \$70.00 per month.

This is Helene's fifth year of medicine. She writes in a letter to Miss Chaney that she is seriously studying pediatrics and obstetrics, and she tells Mr. Jones that her mother is again not well. The scholarship which she won last spring has been exhausted; the money which we sent her last year is, needless to say, greatly appreciated. Miss Chaney has sent clothes to Helene and has received many letters of thanks. Helene, knowing Miss Chaney's fondness for stamp-collecting, often encloses French stamps in her letters, which always begin with an apology for not writing sooner. In a recent letter, she has also enclosed "a photo of I."

Save the Children Federation reports that Jean, who seems, to say the least, an active youngster, after recuperating from a fractured nose, has broken his knee. Helene's mother has been confined to bed, and Helene has had to take care of her, Jean, and the housework while keeping up with her studies. As mentioned before, this is Helene's last year of medical school. The students of Connecticut can be proud that they have for so long stood behind this girl, who has exhibited during the long, hard years, an unconquerable will to succeed.

Marcia Phillips '64

Chairman, Community Fund

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Crossley '66.

Dr. Shain Gives Views, Plans After One Semester at Conn

After a complete semester and then some, we are all familiar with Connecticut's new president, Dr. Charles Shain. He, in turn, has had a chance to get to know us and has formed many opinions of the college and its plans for the future. He has viewed our day-to-day life, which, in his Inaugural Address, he spoke of as being that by which colleges "best display their educational ends."

In an interview with a representative of ConnCensus President Shain explained that by "day-to-day life" he means our folk life, what we carry over from the classroom, what we laugh at, and what angers and excites us. The President regrets that a heavy schedule has kept him

from becoming better acquainted with this daily student life and the student body as individuals. He has hopes, however, that this situation will be improved.

When asked if there was anything he found here that was unexpected, he replied that in a Midwestern co-educational college the picture of an eastern women's school is something like that of a cloister. Dr. Shain was pleasantly surprised to see so many men on campus on the week ends. He was also pleased by the complete seriousness with which Student Government is regarded and the sensitivity of the government to the needs and wishes of the students.

Dr. Shain feels that we have, but could extend and improve, the "lively centers of interest" on our campus so that, whatever the extra-curricular desires of a student, there would be a place for her to express and satisfy them. He would like to see a little repertory theater group which would meet on a day-to-day basis. He also thinks we have room on campus for a monthly magazine whose scope would fall somewhere between the newspaper's and the literary magazine's having creative writing, satire, and interesting articles on varied subjects.

Future changes in the college will be gradual said President Shain. He believes that the campus will be used more in the summer, with girls staying on to work during these summer months. It is possible also that a program may be started whereby students will be allowed to take a year's leave of absence for work or travel. Next year the student enrollment will be up to 1400, with Plant and Blackstone as refurbished dormitories. After that time, the President sees no size change in the college for a while.

Plans for the curriculum include a revitalizing of the Child Development Department, in which students have recently shown a greater interest, and possibly an interdepartmental seminar for those interested in American studies. An arts' building is one of the President's dreams for the college, as it was one for his predecessor, Miss Park. However, unlike his other plans, it is a dream which Mr. Shain feels will not be realized in the near future.

B.J.R.

Dearth of Newspapers Shows Reader Determination Lacking

by Susan Epstein '64

Without the New York newspapers, it is not surprising that the anathema "apathy," has once more reared its smug face to threaten the complacent and content student. However, there are newspapers available. The library subscribes to both the *Washington Post* and the *Christian Science Monitor*, besides several local publications. These newspapers, available daily in the current periodical section of the library, have not suffered from over-use. It is a little disconcerting to hear topical conversation centered around the latest "News-maker" item in *Newsweek* or comment in *Time's* "People in the News." In lieu of James Reston, we have turned to capsule commentary. In place of Howard Taubman and Bosley Crowther, we have turned to the glib and too clever reviews of these weekly news magazines.

It is interesting that in the current issues of *Time* and *Newsweek* several pages in the top news story sections are devoted to pictures and commentary on President Kennedy's exhortation for the nation to exercise more. *Time* headlines their article, "Hit the Road, Jack," and *Newsweek*, "JFK's Pace Corps." Of *Time* Magazine's one-hundred pages, a sparse thirteen are devoted in some way to current "news," and this includes a gruesome story of a wealthy Baltimore couple who had such a grand time at the annual "Spinsters' Ball," that they ended up beating a Negro barmaid to death. *Newsweek* devotes some seventeen of its one-hundred pages to the "news;" however, their article on fifty-mile hikes is auspiciously placed under the heading "National Affairs," and pictures a foot-sore hiker's huge

and unquestionably weary feet.

These news magazines without a doubt serve a useful purpose in keeping the public entertained. They are pleasant supplements to the drier facts of world and national affairs, but at best they are supplements. It is disturbing that these publications could not have risen to the crisis of a newspaperless sector of their circulation and published a magazine more informative than amusing. However, the blame is not with the publishers of these weeklies. After all, their circulation extends far beyond the New York environs. However, when a campus is in such a furor about political inertia, apathetic response, and need for stimulation, it is indicative of just how deep-rooted this apathy is by the lack of concern for competent and fac-

See "Newspapers"—Page 9

Reeve Relates Honors Received To Responsibility

Mr. Franklin Reeve spoke Tuesday night at the Honors Dinner on "Through Russia with Robert Frost." A translator of Russian literature, Mr. Reeve teaches at Wesleyan University and at Connecticut College and was selected to accompany Mr. Frost as his interpreter last summer.

In his talk Mr. Reeve sought to show the relationship between the responsibility incurred by the winning of honors and the commitment which impelled Frost to travel to Russia. A college, as does a nation, sells values and promulgates a way of life to be imitated. So Robert Frost went to Russia to discuss with Khrushchev, in an interview which deeply affected both men, his belief that while the United States should "socialize up," Russia should also "humanize down" from the "terrible purity" of her ideology.

So, too, the highest honors, those which are the reward of skill, command respect but also engender obligations. This is, honored excellence must serve. Frost, honored by the world, felt a sense of urgency about world power. It is such excellence of skill with readiness to serve, as that illustrated by Frost's mission to Russia, which may yet make the future yield more than it has suggested. Honors granted from a respect for skill, Mr. Reeve told those assembled at the Honors Dinner, must be accepted with responsibility and conviction.

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CANDIDATES FOR

President

The President, in fulfilling her responsibilities, is an active participant in every facet of Student Government. As a contributing member of each of the three



Joanna Warner

branches, she presides over Cabinet and Amalgo, and sits ex-officio on Honor Court and the House of Representatives. In her capacity as President, she must acquire a clear perspective of the whole of Student Government. This perspective will enable her to serve as a unifying link, in discussion

and in purpose, among the branches and between the students and the Administration. She meets each week with the Dean and each month with the President of the College and is a member of the President's Council and of the Student Organizations Committee, where she represents the students in presenting for discussion their proposals and views. As a unifying link, in stating the many sides of an issue, she must be able to integrate and to draw



Mary Lanphier

upon all of the discussions of which she is a part.

In addition to her regular duties, she may be asked to serve as the student representative at such occasions as meetings of the Trustees, of the Alumnae, and of prospective students. Carrying out the duties of the office of President is a full-time job; the responsibilities demanded are varied and great, and the opportunities afforded are limitless and challenging. To effectively meet

these responsibilities and opportunities, it is particularly important that she should enjoy meeting and dealing with people and



Flora Barth

that she should understand and be able to speak about all aspects of student activity. Ideally, the President should possess a blend of such qualities as careful organization, sound judgment, and a sincere interest in people—qualities which will aid her in the fulfillment of aims.

Lonnie Jones '63



Donna Richmond

Chief Justice

The girl who is elected as the Chief Justice of Honor Court must have a high regard for right, sound, and mature judgment, a strong conviction to uphold the honor system, and a sincere interest in people. As a per-



Hope Batchelder

son, she should demonstrate both a sensitivity towards different types of people, and an ability to advise others, often under the most difficult of circumstances.

As head of Honor Court, the chief justice has to distinguish between relevant and irrelevant facts in each case. She should be able to suppress her own personal opinion in order to allow the judges to reach their own decisions. Before a final decision is



Sally Morris

made, the Chief Justice should know how to elicit from her judges as many varied opinions as possible, and then to guide the court to a final judgment most appropriate for the individual case. Her presentation of each case should be lucid, well-organized



Ann Weatherby

and easily understood by the judges. When necessary, she has to incorporate precedents into

See "Chief Justice"—Page 5

Vice President

The office of vice president of Student Government is extremely flexible and allows a great deal of room for the individual to exercise her initiative. The vice-president is a member of Cabinet and thus can play a vital role in Student Government. Perhaps her most well-known duty is that of co-ordinator of the Residence Program. In this capacity she works with Miss Brett, Miss Voorhees and the residence chairman in each house. In working with the residence program, the vice-pres-

ident must have initiative and imagination, in order that she may see ways in which it may be improved, and a sense of humor and of organization.

Among the other duties of the



Nancy Sinkin

vice-president are the organization of the All-College Student Government elections; running the Father's Day banquet, the flower arranging contest, and other facets of Father's Weekend; supervising other banquet arrangements and college functions, such as Freshman Week. The

vice-president is also a member of the Absence Committee.

In choosing a candidate for the office of vice-president, one must consider above all her sense of organization and tact. She must be able to command respect, and capably represent your wishes on Cabinet. This office should only be held by a girl who is able to sustain her enthusiasm for what she is doing and who is willing to devote much of her free time to to filling and expanding its duties.

Milbrey Wallin '63



Mary Emeny



Sue Hackenburg

STUDENT GOVERNMENT

Speaker

The job of the Speaker of the House is an important and exciting one. Her prime function is to serve as a channel of communication between students and administration. Through the speaker and the house presidents, suggestions and announcements go from the administration to the student body. Moving in the other direction are ideas and requests from various students, problems to be solved, or questions to be

house presidents to take back to the houses any ideas that may be of use to them.

The speaker is a member of



Nita Butler



Bambi Mitchell

opinions of the house as well as her own. She also has a weekly appointment with Miss Noyes to discuss plans or problems.

There is a certain amount of paper work in the job, since the Speaker and her secretary have charge of sign-outs. But the central part of the job is working with people. The speaker is an important funnel for information among students, faculty and administration. As a leader, she



Pam White

must try to present the house and the school with new ideas, new approaches to old concerns. And as an elected representative, she must reflect the beliefs of the whole student body, while working for the things that matter to her.

Flora Barth '64

A. A.

The person whom you elect as the next president of the Athletic Association must be, above all, an organizer, for it will be her chief duty, in her new capacity to co-ordinate all of AA's activities. Primarily she will be held responsible for the success of the Halloween party, sports coffees, sports days, and reading week tournaments, but, in addition, she must concern herself with all class, faculty-student, and intercollegiate contests.

AA is immediately concerned with the student body; without a



Barbara Johnson

strong communication link, AA is worthless. The president must have boundless energy with which to constantly strive to improve communications between her cabinet and the students, as well as an active interest in sports. This is **not** to say that she must be adept in each and every sport, but enthusiasm and a genuine interest in the Athletic Asso-



Jane Tisher

ciation are essential prerequisites for the presidency.

The person you elect must also be a leader, since she will preside over all AA cabinet meetings. The cabinet is the nucleus of the Athletic Association—strong, capable, and efficient leadership are recommended qualifications. In addition to serving in the capacity of president of AA, she will also be an *ex officio* member of the Outing Club, Sabre and Spur, "C" Synchers, Modern Dance, and Sailing Clubs. She must represent these clubs, as well as AA, in student government cabinet meetings.

Nan Lindstrom '64

See "Candidates"—Page 6



Carole McNamara

answered, which the speaker presents for discussion in the house itself or to cabinet or the administration.

House of Rep is an excellent place for thorough discussion of new ideas or proposed legislation. The speaker should make good use of it and encourage the

cabinet and of the committee on student organization. In both groups, she must present the

Religious Fellowship

The position of President of Religious Fellowship is primarily administrative. The incoming president will find herself presid-



Sue Lates

ing over the weekly Religious Fellowship cabinet meetings and the monthly joint meetings of the

cabinet and council. She will also participate in the planning meetings of the Chairmen of Chapel Activities and the Chairmen of Discussion Groups. She represents Religious Fellowship on Student Government cabinet and on the Vesper Committee. She works most closely with Mr. Wiles, the present Director of Religious Activities, and has occasional meetings with Miss Noyes and President Shain. She participates in Pattagansett and during Freshman Week introduces the new class to Religious Fellowship and the chapel through a special Vesper service, tours of the Chapel, and the ICC bazaar. With her Community Chairmen, she helps

to introduce the new girls to the churches and synagogues of New London and also co-ordinates the town and campus activities. Her main concern is with the Chapel program. However, the president for '63-'64 will have a new concern—the necessary re-organization of Religious Fellowship, if the present discussion concerning



Carolyn Thomas

the possible formation of student religious groups on the college campus is fruitful. The incoming president should especially bring new ideas and, in this transitional period, a discerning sensitivity to the religious needs and desires of the students, as well as be able to uphold her own convictions.

Barbara Thomas '63



Mary Speare

Chief Justice

(Continued from Page Four)

the discussion.

More important than all other characteristics, the Chief Justice should have both a sincere belief in the honor system and the strength to uphold the system, for she will be personifying it.

Carolyn Boyan '63

Service League

Many challenging and rewarding opportunities are open to the President of Service League. She is responsible for coordinating activities between the College



Betsy Howard

and the town and for planning all college social activities and mixers. In the fall, she introduces Service League to the students through the ICC Bazaar, and makes sure that the volunteer programs at Learned House, Seaside, Lawrence Memorial Hos-



Betsy Jo Viener

pital, Thames Science Center, the YWCA and the Girl Scouts are begun in October. Service League also coordinates such activities as Bloodmobile, Book and Clothing Drive, Community Fund, Lost and Found, and the Employee

Fund. The president of Service League is directly responsible for Spring Wing Ding, the Cancer Drive, and the New Faculty-Student Dinner, and the Christmas party for the faculty children.

The job is mainly an organizational one. She is ultimately responsible for the activities mentioned above, but each project or group of volunteers has



Lyn Parker

its own chairman. She receives a great deal of help from the various members of her cabinet, and she is dependent on her dorm reps to communicate Service League activities to the student.

In the name, Service League, the word Service best explains the purpose of the organization and the type of person who is



Francie Winfield

president. Service to the College, to the community and to the student body is the aim of the organization and, in turn, of its president. An enthusiastic personality, a great deal of patience, and a constant willingness to sacrifice her own personal time to her organization are desirable attributes. Susan Bohman '63

Museum Shows Art Nouveau "Inclusive Yet Exclusive"

by Chris Zylman '64

Art Nouveau, a style still significant as a source for contemporary art, is the theme of the present exhibit in the Lyman Allyn Museum. Including over two hundred and fifty contributions in the monumental, graphic, and decorative arts, the exhibit opened February 9, and will continue through March 10.

Of greatest popularity at the end of the nineteenth century, the Art Nouveau style is characterized by curvilinear lines, individuality of expression, and a growing tendency toward abstraction, stemming from the influence of Japanese prints. The movement was both international and comprehensive, affecting all forms of art.

Dr. Robert Koch, professor of art history at Southern Connecticut State College, will lecture on "Art Nouveau in America" at the Museum, February 28, at 8 p.m. An expert on this movement, Dr. Koch has written many articles on the subject and is the author of a soon-to-be published biography of Louis Tiffany. He also wrote the introduction to the catalogue for the Lyman Allyn exhibit. Planned and edited by Miss Jane Hayward, curator of the museum and instructor in art, the catalogue is on sale at Lyman Allyn for a special student price of one dollar.

The exhibit includes paintings, drawings, and sculpture as well as collections of glass, metal work, pottery, furniture, book illustrations, posters, and textiles. Some of the highlights are an outstanding display of Art Nouveau jewelry, including a famous Louis Tiffany necklace; the cross and candlesticks from a chapel designed by Tiffany for the Chicago Exposition of 1893; a rich collection of prints containing works by Toulouse-Lautrec, Gauguin, Bonnard, and Denis; a display of glass including some of the greatest Tiffany pieces and also works of Lalique, Daum Freres, and others; an extensive collection of examples from the graphic arts; and a velvet evening cloak worn by a major New York actress at the turn of the century.

Assisting Miss Hayward in the planning and arranging of the exhibit and catalogue were Susan Arthur, Sarah Bullock, Alice Corley, Katherine Howe, Carol Janney, and Jo Lindseth, members of the museum class, and Alison Coleman, Cynthia Coman, and Karen Cornell.

by Joan Ross '69

An extensive exhibit of the Art Nouveau style is being presented at the Lyman Allyn Museum. The exhibit attempts to convey the comprehensiveness of the style and to show its relationship to both the major and minor arts. The collection is diversified, and spans the turn-of-the-century style from designs for jewelry to plans for department stores. Each of the categorically arranged objects is of high value, both aesthetically and materially, and helps constitute both an inclusive, yet a somewhat exclusive, collection.

Immediately upon entering the Museum, one is struck with the beauty of a large Daum Freres vase. It is almost three feet in height, and is covered with flowery poppy designs in amethyst and turquoise with a lovely sea-foam texture around the base. Although this glass is less extravagant than the Galle vases further on in the exhibit, its less-refined technique gives a pleasant and appealing roughness, which is found nowhere else in the collection.

A large part of the exhibit is devoted to posters, as the art of poster design was one of the great movements in the Art Nouveau style. The development of the acceptance and appreciation of posters as an art form is carried through with a wide collection of both European and American posters. Each performs its function of a demand for attention in contrast with all its surroundings; or we can imagine this to be so, for there are so many imperative posters within such short range of one another, that one's immediate attention cannot focus on any one without being drawn to its neighbor. This effect is accomplished by strong color harmonies with a limited but vital range of color, by vibrant and sensual linear movement, and by bold free lettering, which is always integral in the totality of each composition. The vivacity of the posters tends to activate the imagination, even though their original purpose may be clearly delineated. (N. B. the Yale and Princeton Posters of 1903.)

Dali writes that the Art Nouveau architecture is the most original and extra-ordinary phenomenon in the history of art. This may be so, for the flowing sinuous curves and beautifully ornamented surfaces of the flat two-

See "Museum"—Page 9

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Academic, Official Changes Mark New Year on Campuses

Colleges and universities throughout the United States have greeted the new year with unique and hopefully profitable additions to, or changes in, their course curriculum, their academic opportunities and official administrative policies. The faculties and administrations which have initiated these changes did so to meet the increasing demands which today's student makes on higher education. They hope, moreover, that these innovations will help to bridge the gap which exists between the academic world of the scholar and the practical world of the citizen.

At the University of Massachu-

setts, elementary and intermediate courses in Portuguese have become a permanent part of the language curriculum. According to Provost Gilbert L. Woodside of the University, "Portuguese is a high-priority language, particularly in view of this country's growing relations with South America where it is the language of one-third of the continent's entire population."

On the Ivy League Circuit

Yale, Harvard-Radcliffe, Brandeis, Simmons and Smith have set up seminars on Neo-Colonialism. Both American and African students will participate in these groups. The major issues of contemporary Africa in relation to the United States will be discussed in seminars.

Washington University in St. Louis, Missouri, has developed a program of mutual academic assistance with Waseda University in Tokyo, Japan. The program includes faculty exchanges, joint research projects and expanded language instruction.

A new admissions policy which provides greater chances of acceptance for those students who have achieved lower than normal aptitude scores on national verbal tests has been adopted at Columbia University. Henry S. Cole-See "American Campus"—Page 9

Senate Convenes: Discusses 'Honor'

On Thursday, February 14, a Senate session was held for the purpose of considering the possibility and nature of change in the current system of Student Government. Presidents and special delegates of each dorm attended, forming a more-or-less representative group of interested people.

The main point of dissatisfaction with the present system was the allocation of all rules under the category of "Honor." As the meeting progressed, it became more and more evident that nearly everyone was in favor of some kind of discrimination. One proposed distinction was between rules of "Honor" and those of "Responsibility." Coming under the former heading are large categories such as plagiarism and drinking, while minor offenses (sign-outs and the like) would be items of "Responsibility." Most of the participants were in favor of this division, but it was evident that there is great difficulty in determining the exact point of division between the two.

Another type of division brought up was between the social and the academic honor systems. It was pointed out (with truth) that whereas the academic honor system works very well, some parts of the social honor system are ignored by those who choose to. These people may be those who hate rules of any sort, or they may be those who merely feel infringed upon; in either

See "Senate"—Page 9

Brochure Outlines Program Of Summer Opportunities For Work, Travel and Study

In a brochure sent to college and university placement directors throughout the country recently, the International Student Travel Center outlined a stepped-up program for student work and travel abroad in 1963. Among the innovations offered for the summer ahead will be job opportunities outside Western Europe, travel grants, and a two-way exchange program whereby ISTC members can obtain travel expense reductions by providing work or room and board for foreign students visiting the U. S.

The goal of the ISTC, the booklet points out, is to provide stimulating work, study, and travel experience as an essential part of education and as a means of furthering good will. In the past both students (ages 16-35) and teachers have participated in such programs, which include paying jobs, orientation seminars, and tours.

For the most part, job openings are in unskilled categories with minimal language qualifications. They cover such occupations as farming, construction and factory work, child care, and hotel resort work. Wages are based on standard rates in the various countries and may range from room and board in a Spanish work camp to \$190 a month in West Germany.

Another opportunity to combine vacation travel abroad with six weeks at a European summer school is available to qualified American students through the Institute of International Education. Applications for study at three British universities and two Austrian schools, during July and August, 1963, are now being accepted by IIE.

The three British programs offer a choice of subjects and periods which may be studied at the appropriate university concerned. Shakespeare and Elizabethan drama will be offered at Stratford-upon-Avon by the University of

Birmingham; the history, literature and arts of seventeenth century England will be the course at the University of Oxford; a study of British history, philosophy, and literature from 1688 to 1832 will be presented at the University of Edinburgh in Scotland.

Courses for all three sessions are designed for graduate students and teachers, but undergraduates who have completed at least two years of university work may apply. The British Summer School fee of \$254 covers full tuition, room and board. Travel arrangements to and from Europe are the responsibility of the student. For further information, students are asked to contact the Institute of International Education, 800 Second Avenue, New York 17, New York.

Turning to another type of summer program college students interested in summer camp counselling jobs have very good prospects for the 1963 season, according to the New York State Employment Service. Positions are available in boys', girls', and co-ed camps, hotels, work camps and day camps. Most of the resident jobs are in the mountain and lake areas of the Middle Atlantic and New England States. The day camps are in New York City and the surrounding areas.

Counselor salaries range from \$100 to \$1,000 for the season, depending on skills, specialties, experience, and degree of responsibility. Free round-trip transportation and room and board are also provided at resident camps. For further information students are urged to write to the Placement Center at 444 Madison Avenue, New York.

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Compet plays will begin this year with the presentation of **A Perfect Analysis Given by a Parrot and Trojan Women** by the freshmen and juniors, respectively, Friday, February 22, at 8 in Palmer Auditorium.

The freshmen are directed by Courtney Ulrich in the dramatization of Tennessee Williams' comedy character sketch. Diane Noel, Pat Dale, Judy Licht, Pam Mendelsohn and Lea Weterrings are members of the cast.

Ellen Greenspan is directing the juniors' presentation of the classical Greek tragedy. The junior cast includes Sandy Bannister, Ginny Draper, Mary Jackson, Holly Turner, Ellen Gold, and B. J. Higgenbottom.

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Pro-Eastern Student Union Objects to U.N., Peace Corps

A recent issue of the World Student News, a monthly magazine published in Prague, Czechoslovakia, by the International Union of Students, has caused considerable reaction in American student circles. The focus of the issue is directed towards the 7th Congress of the IUS, which opened August 18 in the Tavrida Palace in Leningrad.

The choice of Tavrida Palace, one of the most memorable places associated with the October Revolution, became more symbolic of the tone of the proposals put forth as the Congress progressed. The published statement placed the number of delegates at approximately 350, with observers from over 90 national unions of students. Of these the delegates from Nigeria, Algeria and Cuba, who spoke of their recent overthrow of imperialist domination, set the pace which was followed throughout. The delegate from Puerto Rico, surprisingly, was given encouragement to assert Puerto Rico's independence from U. S. domination.

The Congress divided into five commissions for discussion of practical issues related to IUS work and the problems of the international student movement. The commissions dealt with the "unity of the international student movement; the activities of students for peace; the activities of students against imperialism, colonialism, and neo-colonialism; the activities of students for reform and democratization of education; and the activities of stu-

dents in the fields of faculty work, culture, sport and press."

The resulting programs determined by these groups received overwhelming support from the organizations present. Total disarmament, international gatherings for peace, the struggle against imperialism, and the final liquidation of colonialism were points stressed in these programs. The Congress condemned the U.N., the Alliance for Progress, and the Peace Corps as instruments of neo-colonialism.

The IUS has arisen in opposition to the International Student Congress, a Western-dominated organization, whose 10th Annual Conference in Quebec, failed because of divisions among delegates. The obvious pro-Eastern tendencies of the IUS make it representative of fewer students but encourages the participation of mainly leftist student groups in its programs, just as the ISC has interested mainly pro-Western groups. The apparent agreement in policy can be attributed to this.

Apart from articles dealing directly with the conference, several articles written by students from various countries discussed particular problems encountered by fellow students and countrymen. Among these were "A Day in the Life of a Brasileiro," which dealt with the economic exploitation as the author saw it, of the average Brazilian by American and British imperialists, and "Conflict in American Education," dealing with the enrollment of James Meredith at the University of Mississippi.

Independent Study Program Provides Many Opportunities

by Marie Birnbaum '64

The intent of this article is not to make large critical generalizations about independent study at Connecticut College, nor is it to catalogue all of the independent work in progress. Talking to a few students and professors chosen at random can give only a superficial idea of what students are doing on their own.

There are few generalizations which can be made concerning these studies. I will not attempt to distinguish between "honors" and "individual" projects. Certainly among the problems which history and zoology students share are those of determining what sort of project is both feasible and useful, what sort of an approach is useful, and not too large, and what kind of role the advisers will play in the project.

Within one department work may be widely varied. In the Zoology Department one student may be engaged in library research, and another almost wholly in experimentation. There are now five students, including one junior, doing independent work in zoology. Dr. Kent, chairman of the Zoology Department feels that independent work encourages and prepares a student for graduate school. One of the chief differences between independent work at the undergraduate level and work at the graduate level is that in time allotment. In some of the work, students feel that their professors are their partners, in other cases, their directors. Dr. Kent mentions as some of the zoology students difficulties, getting the material necessary for experimentation and estimating time, especially when the student is using gestating animals.

Ellen Coutts is studying with Dr. Kent. She was a research assistant last summer at Yale in the Department of Pharmacology. She is working here, as she did

there, with folic acid antagonists which are being used in leukemia research and other work. Folic acid inhibits the formation of DNA. Ellen is working specifically with a drug called amethopterin. Her original plan was to give this drug to pregnant rats at a certain stage in gestation in order to see what malformations occur, and then to breed this generation born under amethopterin to see what malformations occur in the next generation. One of her difficulties has been that the period is too long between the rat's birth and the time at which they can be bred.

Sarah Faile is also working in the zoology department. She had an NSF grant for the summer of 1962 to work in genetics at the University of Connecticut. Her project did not, however, spring out of her summer work. She is now engaged in a year's study, which began with much library research, on the effects of nitrogen mustard on the rat placenta. Nitrogen mustard has radiation effects and is being used in studying cancer. Its effect is to retard mitosis and cell growth. The embryos of a rat injected with this mustard gas derivative are born either dead or malformed. Sarah is studying the changes which occur in the placenta to see how they occur, specifically whether the circulation processes are changed and how.

Sarah is working with Dr. Kent and Miss Richardson. Dr. Kent is handling the dangerous injections of nitrogen mustard. Miss Richardson, who has done studies on the placenta at Harvard, is discussing the slides and results with Sarah.

Very different from the work being done by Ellen Coutts and Sarah Faile is a completed semester study of the gene by Martha Chambers. She did research on the history of the concept of the gene and the role of the gene in development and wrote a long paper. Martha studied genetics last year, and calls this work "learning on your own."

In the philosophy department, under the direction of Dr. Lieb, Diane Schwartz is doing a one semester study for two course credit on "the nature of the self in a moral context." She has studied Ethics and is reading Kant, Hegel and Kierkegaard. She says that she does not think of this as an historical paper. Diane will probably not go on to graduate school. She feels that this is a "chance to write a paper which can be under constant severe criticism and revision." She feels that with her topic it is too early to say anything specific about her expectations.

Carol McNeary and Judith Krieger are working together in See "Independent Study"—Page 9

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Senate

(Continued from Page Seven)

event, rules are most certainly not totally effective. Weaknesses of both academic and social honor systems were pointed out; offensive conditions in departmental examinations, and the demand that all freshman and sophomore English papers be returned to prevent plagiarism were both thought of as direct denials of the principle of an academic honor system. On the social side, it was stated repeatedly that those who wished to transgress would do so regardless of rules, while the more conscientious ones who report themselves suffer.

A large issue was made of the fact that many people who arrive at Connecticut College have already formed a fairly well-defined code of personal honor, and may not consider such things as taking illegal over-nights an infringement of this code; in the event that this code has not been formed by the freshman year, many felt that it was time that the individual recognize her responsibility. Opposed to this view, is of course, the fact that many freshmen here are on their own for the first time and may flounder without guidance. This problem is not insuperable.

These were main points; however, others brought up were legion. Among them were the following:

The usefulness of admonishment was discussed—it is painfully obvious that admonishment to some people is a joke.

One suggestion for solution of the problem of before 7:30 sign-outs was to have them voluntary; the point was made that it is as difficult to find a girl on campus as well as off, and many people will voluntarily sign out if expecting telephone calls. With the growth of the college, the weekly sheets are an increasing burden for house officials and for Student Government alike, and it was pointed out that if everyone who signed out for Courtesy Drug were actually there, Courtesy would have to expand to get them all inside.

The Matriculation Pledge was discussed. It is true that Freshmen signing it are anxious to uphold the rules; it is also true that they may not anticipate running out of over-nights during second semester.

The usual comparison with other institutions of higher learning was brought up, and with it the inevitable point that Radcliffe Juniors and Seniors have keys to the houses. This promises to be one of the points over which there is a most violent disagreement, for some people, believing in individual freedom and responsibility, think this is a possible method for us. Many others think that taking a step such as this would be a hazard to the general welfare. The point was brought up, in regard to this, of

the youth of this college and the fact that we cannot afford to jeopardize our "reputation."

The conclusion arrived at was, by the nature of the problem, inconclusive. It is evident that the present system is not working as it should, it is an offense, both to those who honestly consider themselves persons of honor and yet do not adhere to it, and to the good name of the college. It is important to consider the individual character of this college, and to remember that things which seem to work under different circumstances in other places may not be effective here. Above all in consideration of this problem, it must be remembered that not only rules but people must be flexible. It is sincerely to be hoped that those students who are interested will be able to look at the situation fairly and objectively, and arrive at a sensible conclusion. We have come here primarily for an education. Getting an education implies some degree of responsibility, not only to oneself, but to parents, professors, friends; it remains to be seen whether we can produce a system under which we will have the opportunity to prove ourselves responsible.

Goodman

(Continued from Page One)

value. Peace is a value; power is not a value.

When values are removed, man asks, "How can I be myself?" He turns from his society to himself. This turning results from a "lapse of community," a sense that a man is not being a "society-maker."

In relating this to organizations, Goodman makes the point that industry is coping with organizations and decision-making in an archaic way. Where centralization of decision-making was efficient at one time, now every junior executive is engaged in 'busy work,' hoping to retain his job. All this organization is expensive. Goodman says that asking, "When does centralization become ineffective?" is an empirical question. "You reach a point at which overhead overrides efficiency." The way to cope with this mass of red tape which causes inefficiency is to decentralize. Goodman says that the more red tape there is, the more the decision-makers and non-decision-makers become convinced that decentralization is the only way. The mass of red tape and the junior executive plight is what Goodman calls "artificial stupidity." The red tape is what protects the junior executive from responsibility for decisions he isn't allowed to make.

Goodman cited the New York City School Board's attempts at decentralization. People should be making decisions which they are equipped to make. Eventually the "mass man" will become his own society, and the situation under which we must question

the individual in his society will disappear.

At seminars and question periods throughout the colloquium Goodman clarified his position on decentralization, discussing the restoration of values to the worker and his task. On Saturday decentralization became a political issue when discussed by Senator Walter Judd of Minnesota.

Newspapers

(Continued from Page Three)

tual news coverage. Similarly, has anyone in this institution thought of appealing directly to the striking print-setters and publishers of the New York papers, making them aware of the vital role that newspapers play in the education of the youth of America? It is not assumed that any such appeal will be very effective in ending this strike; however, there is no reason why our sector of the consuming public should not be heard, especially when we are in danger of being silenced completely by bemused and semi-informed readers of weekly "news" magazines, who are finding the Time-Newsweek habit very rewarding.

American Campus

(Continued from Page Seven)

man, director of Columbia College Admissions, said that "National testing methods for college admission do not always measure accurately a student's ability to survive, and even prosper in a rigorous, academic program."

The faculty members of Rockford College in Rockford, Illinois, have voted to drop compulsory class attendance for upperclassmen. The faculty report agreed with the students' view that the "inherent philosophy of Rockford College encourages individual responsibility in all areas of academic life."

All of these changes became ef-

fective January first. They mark the way in which these institutions have adopted their programs and outlooks to the challenging problems which the continual process of higher education presents.

Museum

(Continued from Page Six)

dimensional plane were delicately transposed to elaborate buildings and to fragiley curved staircases—perhaps the phenomenon is that this style of beautiful inutility endured as long as it did. The exhibit includes a photograph of Horta's Tassel House stairway, which is a prime example of continuous free form. The altar cross and candleholders from the Tiffany Chapel, on the other hand, are heavy and earth-bound. Unlike the interiors of any other Art Nouveau structure.

Plan to see this collection, for it is the student's responsibility to attempt to develop a taste and appreciation of Art Nouveau; this exhibit offers a beginning for such an endeavor.

Independent Study

(Continued from Page Eight)

the philosophy department for one semester and one course credit. Carol and Judy are studying the work of Suzanne Langer. They will be reading some of the works of Whitehead, Ernst Cassirer and others. At the end of the semester they will write, together, a sympathetic critical paper, dealing partly with the growth of terms used by Mrs. Langer.

In the history department Sandra Wells is engaged in a year's study of science and philosophy in the thought of Descartes. At the end of her study, which is directed by Mr. Cranz, she will have written a long paper, and will have read most of the works of Descartes as well as some supplementary criticism. Her problem centers on the meaning of See "Independent Study"—P. 10

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Independent Study

(Continued from Page Nine)

science. In the course of her study she will compare Descartes to Aquinas, Aristotle and Galileo in their uses of the term 'science.'

Amy Glassner is also doing work in the history department. Her adviser is Dr. Mulvey. Amy has been reading the *Reimpression de L'Ancien Moniteur*, a reprint of the debates of the French revolutionary assemblies of 1789-

1792. She has chosen five revolutionary figures, Sieyes, Mirabeau, Talleyrand, Mounier and Robespierre whom she will study for their ideas with respect to history, form of government, education, economics and religion. She will determine how their ideas contributed to the accomplishments of the assembly, and whether the ideas of one might have prevented the reign of terror.

While this article neglects work in the classics, chemistry,

English, government and French departments, it gives some idea of the work done. It would be presumptuous and useless to state what sort of work seems the most useful. Some of these students are considering graduate school: Sarah Faile and Amy Glassner, for instance, feel that if they go to graduate school, then they will expand their present work. Others, such as Diane Schwartz are doing independent work because they do **not** plan on graduate school.

The writer of this article failed to find any students who were disappointed or disillusioned in their work.

Perhaps the most interesting concept of advanced study at the undergraduate level is to be found in the advanced study seminars of the history department. These permit the student the advantages of a small class, and the benefits of her classmates' studies while permitting her to do her own work on a particular topic within a general time scheme.



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